**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_6/ELA\_\_ **Date:** \_\_\_1-2 days\_\_\_\_\_\_\_\_\_\_

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| **Unit Title:**  Perspectives and Point of View | | **Corresponding Unit Task: 1** |
| **Unit EQ(s):** | How do readers compare texts across different genres?  How do authors use different forms and genres to portray similar themes?  How do writers use informational texts to examine and convey topics and ideas? | |
| **Essential Vocabulary** | Boycott, inaugurated, proclamation | |
| **Materials/Resources** | Holt Literature Book – “I Was Not Alone” by Rosa Parks | |
| **Activating Strategy/ Bell Ringer** | Invite students to share what they already know about Rosa Parks. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.5**- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **I Can Statements:**  I can use evidence from text to identify a speaker’s point of view**.**  **Instructional Plan:**   * Explain the purpose of a Double Entry Diary. <http://www.lesn.appstate.edu/fryeem/double_entry_diaries.htm>      * Review definition of nonfiction and introduce “I Was Not Alone” by Rosa Parks as an excerpt from an interview and a personal narrative/memoir. * Read 1st page of “I Was Not Alone” by Rosa Parks and model how to use the diary. * Preview and discuss the vocabulary words above to ensure that students understand their meaning when reading within context * Have students continue reading with a partner and complete the Double Entry Diary. * Ask questions orally to assess understanding of text. * Allow students to share thoughts from their diaries. | |
| **Closing/Summarizing Strategy** | Think/pair/share – 2 adjectives to describe Rosa Parks’ attitude, perspective, and/or persona. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| * Have students research and write a paragraph describing another civil rights leader. * Have students brainstorm/discuss other scenarios when a boycott might be used to achieve a desired outcome or to make a statement. | Introduce lesson by reading the informative picture book, *Rosa’s Bus – A Ride to Civil Rights* by Jo S. Kittinger. This will remind students who Rosa Parks was and give them a more complete understanding of the context of the time in which Rosa lived. |  |
| **Assessment(s)** | Oral student responses, Think/Pair/Share | | |
| **Reflection** |  | | |